

THE HOWARD JUNIOR SCHOOL

Together Everyone Achieves More



(An Academy)

Anti-Bullying Policy

Dated : March 2022

Review Date: March 2025



Approved by Chair of Trustees:

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HOWARD JUNIOR SCHOOL ANTI-BULLYING POLICY

STATEMENT OF INTENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

WHAT IS BULLYING?

At Howard Junior School bullying is not seen as just a separate issue but part of the whole school approach and ethos. The word “bullying” has to be clearly defined as it has become a highly emotive word.

At Howard Junior School bullying is defined as the systematic, continual harassing and/or threatening or using physical violence against a pupil causing that pupil to become frightened and/or distressed.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments □ Homophobic: because of, or focussing on the issue of sexuality □ Verbal: name-calling, sarcasm, spreading rumours, teasing.
- Cyber: All areas of internet, such as email and internet chat room misuse.
Mobile threats by text messaging and calls.
Misuse of associated technology i.e. camera & video facilities.

Pupils do fall in and out of friendships as do parents, this can cause specific issues that may not be bullying as defined.

Howard Junior School’s Behaviour Policy, Anti-Bullying and PSHCE Policy are designed to create a school where Bullying as defined above will have few places, if any place to grow.

This policy is to reinforce the other policies and add to the protection of pupils

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

AIMS

1. To create a school ethos of openness and trust so pupils do not hide problems.
2. To work with pupils likely to become victims and provide self-esteem building opportunities.
3. To use strategies i.e. Circle time and Playground Mediators to provide support for pupils and build trust.
4. To include specific days throughout the year to raise awareness within school i.e; Stand Up to Bullying Day and Anti Bullying Week.
5. To raise pupils understanding of the nature of bullying and build a culture of speaking out.
6. To ensure bullying is discovered and dealt with.

PROCEDURES

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

OUTCOMES

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, exclusion or even permanent exclusion will be considered.
3. If possible, the pupils will be reconciled.

4. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

GUIDANCE

- All staff to use the Behaviour Policy to create confidence amongst pupils and build an atmosphere where pupils' feel valued and listened to. Teachers cannot act without information.
- All incidents causing pupils to complain must be carefully investigated and responded to.
- Where pupils are having difficulty with specific playtimes and/or pupils, teachers must follow through over a period of time in order to see if a pattern emerges.
- Teachers need to manage "falling out" syndrome which can be unpleasant as after a few days or even a week pupils can be best of friends again.
- Where teachers are concerned that bullying may be occurring, or the nature of behaviour suggests it is going to occur, then the Headteacher must be informed so appropriate investigations can take place and facts established and if possible bullying prevented.
- The Head will take action according to the nature of the bullying and age of the pupils and the support possible from the parents concerned.
- Pupil safety and comfort has the greatest priority.
- Parents' anxiety can lead to exaggeration and to wanting impossible responses from schools. This must be handled as sensitively as possible so parents are reassured but they in turn must not bully the school.

The sanctions available are those in the Behaviour policy plus:

- In school exclusion including playtime ban.
- No out of school visits or trips.
- Part-time schooling.
- Temporary Exclusion.
- Permanent Exclusion.
- The use of these sanctions will vary with the nature of any incidents and/or the reoccurrence of any incidents.
- Parents will be kept informed of the action taken and any support the victim might receive. The need for the school to work closely with parents and children is vital. The needs of the perpetrator must also be addressed and where necessary extra Behaviour Support sought in order to help the pupil gain self-esteem and social skills.

The intention is that the policies working together will create a school where pupils have the skills, knowledge and confidence to ensure they and others are safe in school and bullying cannot thrive.